

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
Cheltenham SD		123461302	
<b>Address 1</b>			
2000 Ashbourne Rd			
<b>Address 2</b>			
<b>City</b>	<b>State</b>	<b>Zip</b>	
Elkins Park	PA	19027	
<b>Director of Special Education Name</b>			
Stephen Catrambone			
<b>Director of Special Education Email</b>			
scatrambone@cheltenham.org			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
2158816320			
<b>Chief Administrator Name</b>			
Dr Brian Scriven			
<b>Chief Administrator Email</b>			
bscriven@cheltenham.org			

## Special Education Students

**Total Number of Students Receiving Special Education** 845

**School District Total Student Enrollment** 4297

**Percent of Students Receiving Special Education** 19.7



## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Dr. Brian Scriven	Superintendent	Cheltenham SD	bscriven@cheltenham.org
Dr. Tamara Thomas-Smith	Other	Cheltenham SD	ttsmith@cheltenham.org
Dr. Benjamin Hammond	Building Principal	Cheltenham HS	bhammond@cheltenham.org
Ms. Jessica Bruckner	Special Education Teacher	Cedarbrook MS	jbruckner@cheltenham.org
Ms. Kristen Mcgeary	Special Education Teacher	Cedarbrook MS	kmcgeary@cheltenham.org
Ms. Jill Gorsuch	Special Education Teacher	Wyncote El Sch	kgorsuch@cheltenham.org
Ms. Melanie Carusco	Special Education Teacher	Elkins Park Sch	mcarusco@cheltenham.org
Ms. Pembroke	Parent	Elkins Park Sch	lpembroke95@gmail.com
Ms. Lisa Heshbacher	Parent	Cheltenham El Sch	lisaesbacher@gmail.com
Ms. Roshanna Floyd	General Education Teacher	Glenside El Sch	rfloyd@cheltenham.org,
Ms. Allison Kuchler	Other	Cheltenham SD	akuchler@cheltenham.org
Mr. Gustave Ekhardt	Other	Cheltenham HS	gekhardt@cheltenham.org
Dr. Stephen Catrambone	Director of Special Education	Cheltenham SD	scatrambone@cheltenham.org
Mr. Byron Ryan	Building Principal	Cheltenham HS	bryan@cheltenham.org
Ms. Michelle Robinson	Building Principal	Glenside El Sch	mrobinson@cheltenham.org
Ms. Lynn Trumbette	Building Principal	Elkins Park Sch	ltrumbette@cheltenham.org

## **School District Areas of Improvement and Planning - Indicators**

### **Suspension/Expulsion by Race/Ethnicity (Indicator 4B)**

**Indicator not flagged at this time.**

### **Disproportionate Representation by Race/Ethnicity (Indicator 9)**

**Indicator not flagged at this time.**

### **Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)**

**Indicator not flagged at this time.**

### **Timely Initial Evaluations (Indicator 11)**

**Indicator not flagged at this time.**

## Secondary Transition (Indicator 13)

Indicator not flagged at this time.

## Graduation (Indicator 1)

Indicator not flagged at this time.

## Drop Out (Indicator 2)

Indicator not flagged at this time.

## Assessment (Indicator 3)

### Improvement and Planning Activity

The following are improvement plans to be implemented by the Cheltenham School District in response to not meeting specific targets during the Compliance Monitoring during the 21/22 school year. Indicator 3 - Participation and performance of children with IEPs on statewide assessments Improvement Plan # 1 - 3A – Participation Rate for Children with IEPs Goal: Cheltenham Area School District will increase the rate of participation of children with IEPs on state assessments to meet the 95% target Action Timeline Responsible Staff Review PSSA/PASA requirements to Special Ed. staff in order to assist parents in understanding By October of each school year Director

of Special Ed. and Special Education Supervisors Parents who request to opt out will receive communication from special education supervisor who will make contact with family to ensure a clear understanding of process When statewide testing communication is distributed to parents Supervisors of Special Ed. Improvement Plan # 2 3D – Gap in proficiency rate for children with IEPs and all students against grade level academic achievement standards will decrease and meet the SPP/APR target Action Timeline Responsible Staff School Schedules will be reviewed along with IEP reviews to ensure students are exposed to as much grade level content as possible within their IEP During each annual review Supervisor of Special Education, Case manager, general education staff. Special education supervisors and building level LEAs (admin) will ensure each student is being educated in the LRE During each annual review Supervisor of Special Education, Case manager, building LEAs, and general education staff. Students with IEPs will participate in common assessments with grade level peers as much as IEP will permit Throughout school year Case managers, Gen education staff

## Education Environments (Indicator 5)

### Improvement and Planning Activity

LEA did not meet Indicator 5 for Education Environments, SE Inside Regular Class 80% or more or SE Inside Regular Class less than 40%. (As discussed at the review of Special Education Plan the LEA will submit a plan for meet compliance with the corrective action that is due in September 2022

Indicator 5 – Educational Environment Improvement Plan # 1 - Participation Rate for Children with IEPs in general education setting Goal: Cheltenham Area School District will increase the rate of participation of children inside the regular education classroom more than 80%, while decreasing the number of students inside the regular education classroom less than 40% and meet SP:/APR target rates Action Timeline Responsible Staff Develop a District wide Special Education Framework which involve training/strategies for special education and general education teachers in instruction students in the general education classroom Development during the 23/24 school with implementation on 24/25. Director of Special Ed. and Special Education Supervisors Special Education Supervisors will become involved with established MTSS processes in each of the 7 school buildings to assist with intervention strategies for struggling students. Purpose will be for students who may qualify for special education services, they will start at an Itinerant level of support Each School Year Supervisors of Special Ed.

### **Parent Involvement (Indicator 8)**

**Indicator not flagged at this time.**

### **Early Childhood Transition (Indicator 12)**

**Indicator not flagged at this time.**

### **Post-School Outcomes (Indicator 14)**

**Indicator not flagged at this time.**

### **Resolution Sessions (Indicator 15)**

**Indicator not flagged at this time.**

### **Mediation (Indicator 16)**

**Indicator not flagged at this time.**

**School District Areas of Improvement and Planning - Monitoring**

<b>Corrective Action</b>	<b>Improvement and Planning Activities</b>
LRE	11
Teacher Survey Results	19A

## Identification Method

Identify the School District's method for identifying students with specific learning disabilities.

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## Non-Resident Students Oversight

### 1. Is your School District currently a host district for a 1306 facility?

No

### 1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Cheltenham School District is not the host for any 1306 facilities at this time. In the event that a facility for non-resident students was to open in the district, the district would collaborate with the facility, and with the student's home district, to obtain all records in order to provide students with appropriate education. The district would serve as the local education agency to ensure that each student's IEP was being implemented appropriately and that Free and Appropriate Public Education (FAPE) was being provided for each student. The district would ensure that teachers delivering the services, per the student's IEP, were certified in accordance with PDE regulations. We would require documentation of a PA teaching certificate for our records. In addition, the district would utilize a referral process for students who were experiencing difficulties. After receiving parent/guardian permission, the district will evaluate those students who did not make adequate progress with general education interventions. Staff would be informed of the Child Find obligations and the referral and evaluation process. The district's Child Find notice would be displayed in any facility for non-resident students.

### 2. Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.

The District would work with the home school district and 1306 facility to create a transition plan prior to the student's discharge date.

## Incarcerated Students Oversight

1. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

1. **Describe the system of oversight the School District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, are offered a free, appropriate public education (FAPE).**

There are currently no facilities for incarcerated students located within the Cheltenham School District boundaries. However, at times, the District has students who are incarcerated or adjudicated delinquent and subsequently placed by the courts. The District works with the Intermediate Unit or host district to provide appropriate educational records relating to such students. To the fullest extent possible, the district's Supervisor of Special Education remains in contact with the host district and will participate in the Individual Education Program (IEP) process for incarcerated students by attending the IEP meeting, and ensuring that the proper procedures are followed for implementation of the student's IEP. Planning for bringing the student back to the District begins when notice of a pending discharge is provided.

## Least Restrictive Environment

1. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

The areas of improvement include: 1- students included in general education 80% or more 2-students receiving general education less than 40% A plan to address these areas of concern will be provided through cyclical monitoring corrective action

2. **What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The district uses the Multi-Tier Systems of Support to address the academic and social/emotional needs of all students in their least restrictive environment. Our student support services are provided through the work of our MTSS team. The Multi-Tiered System of Supports (MTSS) team takes the place of the former Student Support Team (SST) process. The primary role of the MTSS team is to facilitate a whole-school, prevention-based framework that uses data to identify student needs and plan evidence-based practices and systems to support the identified needs. The MTSS process uses a tiered approach to ensure that every student receives supports to assist with their academic achievement and behavioral success. The MTSS process supports the goals of the Every Student Succeeds Act (ESSA) as well as the goals of the CSD Strategic Plan. The MTSS process provides a continuum of academic and behavioral supports for our students in grades K to 4. PROGRAM GOAL: The goal of the elementary MTSS is to ensure that all students are receiving the tiered supports that they require to demonstrate growth and ultimately proficiency on standardized and district measures of achievement. The MTSS process will support teaching, learning, and academic and behavioral achievement in a comprehensive framework. MTSS IMPLEMENTATION PROCESS: Members of the MTSS team have been selected to provide a variety of content-area and/or social-emotional expertise to support the diverse needs of our students. Each team member is assigned to a specific grade level to be the liaison between the grade level and the MTSS team. The MTSS building team meets regularly throughout the school year. Universal practices at Tier 1 include equitable access to all students and curriculum that includes differentiation and both remediation and enrichment. Also included for all students are strategies that could include but not limited to: modeling, graphic organizer, reader's theater, use of decodable books, word maps, and small group instruction. Evidence based interventions provided by classroom/content teachers or specialist and include but not limited to -targeted differentiation based on evidence from formative and summative (topic and benchmark) assessments; - IXL as an adaptive program for ELA and Math skill development; -access to program-designed "reteaching tools" in enVisionMath (K-Algebra 2); -WIN for targeted support by classroom teachers; -newsela for access to on-level reading materials across most subject areas -Kids A-Z delivers comprehensive reading resources at 29 levels of reading difficulty -Raz-Kids to build fluency -Read 180- Tier 3 an intervention utilizing adaptive technology targeting specific reading needs To address the social/emotional needs of all students in needs of accommodations to their learning environment the District has implemented Schoolwide Positive Behavior Interventions and Supports (SWPBIS) which is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student

misbehavior results in punitive consequences). The word “approach” is key in that SWPBIS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. The system is based upon a three-tiered model. The first tier serves as the foundation upon which the other two tiers are built. This tier provides a system of support to all students in a school based on preventative practices that emphasize teaching and reinforcing expected student behaviors. Tier two provides targeted interventions to support students classified as “at risk,” who require more intervention than is typically provided within tier one universal support. Support offered in tier three require the most intensive level of intervention for students with the most significant behavioral/ emotional support needs. Each Cheltenham School building has a PBIS team that meets monthly to discuss building wide initiatives to boost students' sense of belonging, and enhance the overall school culture. Second Step is implemented for all students in a larger group setting as well as for students needing a smaller group session. Second Step is a: Social-emotional learning (SEL) curricula teach children techniques to: Gain confidence, Set goals, Make better decisions, Collaborate with others in work and play, and Navigate the world more effectively.

**3. Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

The District ensures collaboration between general and special education staff. All students attend WIN/Intervention for approximately 30 minutes per day to receive targeted intervention in core academics within the regular education setting. The district uses programs like IXL to deliver this instruction. At the secondary level, the district has Seminar courses (Academic, ELA, Math, and Executive Functioning) which run at the same time as specials/Encores/electives. Students attend these courses for a small portion of their day as needed (approximately 0.5 hours per day over the course of a week) to receive goal-based instruction and then can attend the regular education core academic class. The methods for the delivery of the curriculum from the least restrictive to the most restrictive are as follows: general education; general education with supplementary aids and services in the general education classroom; general education with supplementary aids and services utilizing the service delivery model of co-teaching; access to the general education curriculum with supplementary aids and services in the special education classroom; and alternative education program.

**4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

The District provides supplementary aids and services for students in order to participate in extracurricular activities as determined by each IEP team. Some of these supplementary aids and services include; paraprofessional support, training to staff on behavior plans and other SDI students require, consideration of adaptive devices/equipment, and specialized transportation.

**5. Describe the School District procedures that ensure, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district-led extracurricular activities.**

When the LEA representative participates in the IEP meeting the IEP team discusses opportunities for students to participate in extracurricular activities in the district. The District has seen success when students return for these activities.

**6. Discuss the School District’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out-of-district placement chart).**

Some examples of the District's work to build capacity and expand program include: -Created an upper Elementary Life Skills program and continuation of curriculum work to align with alternate standards -Adjusted middle school teacher schedules to provide social skills for students identified with the need for Autistic Support (AS) and Emotional Support 2022-2023 School year -Realignment of special education teacher caseloads to include itinerant level Autistic and Emotional Support -Transition Autistic Support programs from Intermediate Unit operated program to District operated program (7 classes K-12)

**Out of District Placements**

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Lakeside	Licensed Private Academic		Lakeside	Autistic Support	1
HMS	Approved Private School (APS)		HMS	Life Skills Support	2
Timothy	Approved Private School (APS)		Timothy School	Autistic Support	1
Overbrook School for Blind	Approved Private School (APS)		Overbrook School for Blind	Blind and Visually Impaired Support	1
Fairwold Academy	Approved Private School (APS)		PHMC	Emotional Support	1
Lifeworks	Licensed Private Academic		Foundations	Life Skills Support	3

Melmark	Approved Private School (APS)		Melmark	Multiple Disabilities Support	1
Fairwold Academy	Approved Private School (APS)		PHMC	Autistic Support	1
Melmark	Approved Private School (APS)		Melmark	Autistic Support	2
PA School for the Deaf	Approved Private School (APS)		PA School for the Deaf	Deaf and Hard of Hearing Support	1
Vanguard	Approved Private School (APS)		Valley Forge Educational Services	Autistic Support	1
Green Tree	Licensed Private Academic		Green Tree	Autistic Support	1
Woods School	Approved Private School (APS)		Woods Services	Life Skills Support	1

## Positive Behavior Support

### Date of Approval

2011-01-11

### Uploaded Files

Positive Behavior Support 113.1 Policy Manual.pdf

#### 1. **How does the School District support the emotional, social needs of students with disabilities?**

The District works closely with the Montgomery County Intermediate Unit (MCIU), Pediatric Therapy Source and Quinn Developmental Behavioral Services, for ongoing professional development in positive behavioral support (PBS). Quinn Developmental Services and Pediatric Therapy Source provides support to individual students and also provides consultation and support to school teams. Board Certified Behavior Analysts contracted through MCIU provides school-wide consultation for educational staff. This includes consultation for teachers, paraprofessionals and administrators, and other school personnel. Monthly Child Study Team Meetings are held with K-12 special education teachers to review progress of students receiving Emotional Support services. Effective School Solutions (ESS): During the 2021-2022 school year the ESS program was implemented at Elkins Park for fifth and sixth grade students. ESS partners with school districts to help them implement culturally inclusive mental health programs that improve care, strengthen outcomes, and maintain students in-district. They provide comprehensive counseling and support programs for selected students within the regular school day. Accept Identify Move: Developed by Mark Dixon and Dana Paliliunas, AIM introduces and blends together the concepts of Mindfulness, Acceptance and Commitment Therapy, and Applied Behavior Analysis. Together the approach seeks to improve the lives of children with or without disabilities who struggle with social and emotional challenges. Student Assistance Programs (SAP): Exist in all district buildings and link students and their families with agency support in the community. Student Assistance teams meet on a regular basis in each building with general education and special education staff trained on the referral process. Home and School Visitors: The Home and School Visitors serve as a liaison between the school and a student's home on attendance/truancy issues; advocates for students; links students and families with county and local service agencies and consults with district staff on prevention and intervention strategies to support students' learning. Montgomery County Intermediate Unit (MCIU): Provided training to two individuals to be certified instructors in de-escalation and crisis prevention using a research-based program, Safety Care, a nonviolent crisis intervention. Safety Care includes the use of restraints as a last resort, to reduce the risk of injury, comply with legislative mandates, and promote care, welfare, safety and security. Certified individuals will provide professional learning

to staff at each building. Restorative Practices: Restorative practices cultivate a culture in which students and staff feel like they belong. They build a particular sense of community in which every member feels that they are seen, heard and respected. Restorative practices aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflict forward in a helpful way. They provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. Restorative approaches contribute to social and emotional learning. In Cheltenham School District, students learn to value and regularly use proactive, positive ways to build and maintain a peaceful classroom community. Students develop and enhance positive and supportive connections with peers and learn how to use restorative questions to support conflict resolution and other types of communication. School-wide Behavior Support: (SWPBS): SWPBS is a systems approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problem behaviors for all students. SWPBS is not a specific curriculum, intervention, or practice, but a decision-making framework that guides selection, integration, and implementation of scientifically-based academic and behavior practices for improving academic and behavior outcomes for all students. The District plans to have SWPBS implemented in all seven schools within the next three years. Peer mediation: Brings students engaged in conflict together to participate in meetings to prevent future problems. Students are taught to have better relationships among other students and adults. Emotional Support Social Skills Curriculum Zones of Regulation: The emotional support program in grades K-6 utilizes a social skills curriculum called “The Zones of Regulation”, which is a systematic, cognitive behavioral approach used to teach self-regulation. The Zones framework provides strategies to teach students to become more aware and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Skillstreaming: The emotional support program in grades 7-8 utilize Skillstreaming for the Adolescent which employs a four-part training approach - modeling, role playing, performance feedback, and generalization - to teach essential prosocial skills to adolescents. Skillstreaming for the Adolescent provides specific direct instruction for 50 prosocial skills in the areas of classroom survival, friendship-making, dealing with feelings, alternatives to aggression, and dealing with stress. School-Connect: The emotional support program in grades 9-12 utilizes School Connect, a research-based intervention with an 80-lesson multimedia curriculum designed to improve high school student’s social, emotional, and academic skills and strengthen relationships. School-Connect focuses on the five social and emotional competency areas identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as critical to young people’s success in school, the workplace, and life in general. Second Step: Second Step programs combine discussions with fun activities and family resources. The programs help children learn social-emotional skills such as responsible decision-making, working together to solve problems, managing strong emotions, and getting along with others. These skills can help children succeed academically and socially. Positive Psychology Teacher Leaders: Certified Applied Positive Psychology Practitioners facilitate mindfulness and positive psychology sessions with students, teachers, staff and administrators. Teaching

gratitude, empathy, resilience and grit, practicing mindful breathing, identifying character strengths and managing feelings and behaviors enables students to make good choices. This district initiative is just beginning and we believe using positive psychology in our classrooms has limitless potential for positive influence and enhanced academic achievement. Behavior Support Specialist: The District contracts for Board Certified Behavior Analysts (BCBA) to provide services for students with social, emotional and behavioral needs. The BCBA's complete Functional Behavior Assessments, create data collection tools, develop a Positive Behavior Support Plan (PBSP) and provide guidance to teams to implement the behavior plans. Full Continuum: The District increased services to students identified with an emotional disturbance in grades K-2 by opening a classroom within the district. This allows for students to remain within his/her home district and to access the Cheltenham community. Mental Health and Wellness Counselors: Work with administrators, teachers, parents/guardians and other professional staff members to support students' well being and achievement by providing consultation services, serving as a liaison between local/county agencies, students and the school system and implementing school-wide prevention programs to enhance the learning environment.

**2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.**

The Cheltenham School District Board policy on behavior support and management reflects current regulatory requirements and is the basis for periodic training throughout the school year. The District's policy directs that the district's behavior support programs shall be based on positive rather than punitive behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunities for learning and self-fulfillment. Support is provided to all students in the form of Functional Behavioral Assessments and Positive Behavior Support Plans. Student's Individualized Education Programs (IEP) include the required supplemental aids and services that will promote success in their school program. Positive Behavior Support Plans (PBSPs) are written by the IEP team to guide the interventions to decrease or eliminate the behaviors that are impeding the student's access to education. Positive Behavior Support Plan includes a hypothesis, prevention strategies, replacement skills and consequences strategies. The hypothesis provides a description of the behavior, antecedents, consequences and the purpose of the problem behavior. The PBSP includes strategies to reduce the likelihood that the behavior occurs as well as guidelines for the adult to respond to the behaviors. Because fidelity of implementation is key to progress, the District will ensure that all staff receive training and consultation in the process, implementation and collection of data by a Board-Certified Behavior Analyst (BCBA). Staff members (teachers, paras, administrators) supporting the emotional support programs K-6 have been trained in Safety Care. District paraprofessionals receive training from the BCBA on behavior and de-escalation strategies and are also trained in CPI or Safety Care. Training for the paraprofessionals also occurs through Master Teacher on-line training sessions. Safety Care: Safety-Care Behavioral Safety Training

program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care provides the tools you need to be safe when working with behaviorally challenging individuals. Using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), the Safety-Care program will provide your staff with strategies for preventing and managing behavioral challenges teaching replacement behaviors. These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments. Safety-Care promotes a positive reinforcement-based approach and develops new skills, resulting in fewer restraints.

**3. Describe the School District's positive school wide support programs.**

Schoolwide Positive Behavior Interventions and Supports (SWPBIS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word “approach” is key in that SWPBIS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. The system is based upon a three-tiered model. The first tier serves as the foundation upon which the other two tiers are built. This tier provides a system of support to all students in a school based on preventative practices that emphasize teaching and reinforcing expected student behaviors. Tier two provides targeted interventions to support students classified as “at risk,” who require more intervention than is typically provided within tier one universal support. Support offered in tier three require the most intensive level of intervention for students with the most significant behavioral/emotional support needs. Each Cheltenham School building has a PBIS team that meets monthly to discuss building wide initiatives to boost students' sense of belonging, and enhance the overall school culture.

**4. Describe the School District's school-based behavior health services.**

The District provides a variety of school-based behavior health services through collaboration with outside agencies such as the following: Lakeside Counselors- provide counseling/group services to students with IEP's with a goal related to counseling Mental health and Wellness Counselors (CBK & CHS)- provides mental health check in's for students; provides social skills groups; provides consistent counseling for students with mental health challenges; assists with suicide assessment; assists with re-entry procedures Clinician through Effective School Solutions (EP)- provides individual, group and family therapy for students with tier 3 level concerns Child and Family Focus (K-4)- provides weekly individual and family therapy for elementary students who have medical assistance (parents can also opt to pay out of pocket if they do not have medical assistance) Aldersate SAP Counselors ( GE, ME, EP, CBK, CHS)- provides group/individual counseling for students with mental health and/or drug and alcohol issues Safe Harbor Grief Group (ME, GE, EP, CBK, CHS)- 6 week long groups for students that have experienced grief and loss Aldersgate Family Tele-therapy (K-4)- provides up to 4 free tele-therapy sessions for families that are on the waiting list for on-going services. Applied Positive Psychology is devoted to building your strengths as you focus on your wellbeing. According to Dr. Chris Peterson, a founding father of positive psychology,

"Positive psychology is the scientific study of what makes life most worth living." The District provides support to parents and the community through the Cheltenham School District's Mindfulness/Applied Positive Psychology Site. Mindfulness is purely focusing on one thing at a time with kindness and non-judgment. Mindfulness is not confined to meditation; although mindful meditations are one way to practice mindfulness. According to Dr. Jon Kabat-Zinn, founder of Mindfulness Based Stress Reduction (MBSR), "Mindfulness means paying attention in a particular way: on purpose, in the present moment, and non-judgmentally." The site also provides strategies, lessons, and practices that promote flourishing within the community in the areas of Character Strengths, Growth Mindset, Mindfulness, and Positivity. Books , articles and videos about positive psychology and mindfulness are identified with a list of children and adult books, articles and TED Talks/Videos.

**5. Describe the School District's restraint procedure.**

Cheltenham School District always selects positive rather than negative behavior support practices. Those positive behavior supports are based on research and evidence. It is the District's intent to provide behavior support in the least restrictive environment. If an IEP team believes a plan for restraints may be needed for a child, the IEP team will convene and discuss, implementing this last resort measure only if they are used within a larger process of positive behavior supports that teach appropriate replacement behaviors so the use of restraints can be faded, and staff are trained accordingly.

## **Intensive Interagency**

**Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.**

There is not a concern for students being placed on Instruction Conducted in the Home. Currently the district has two students out of approximately 800 special education students receiving this type of program. The district does not have any student who is at a substantial risk for waiting more than 30 days for an appropriate education placement.

## Special Education Support Services

### 1Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1	District Wide	District
Other	3	District Wide	District
Director of Pupil Services	1	District Wide	District
Transition Coordinator	1	District Wide	District
School Psychologist	5	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor
Social Worker	2	District Wide	District
Behavior Specialist	3	District Wide	District
Guidance Counselor	9	Secondary	District
Guidance Counselor	5	Elementary	District
Paraprofessionals	84	District Wide	District
Guidance Counselor	3	District Wide	Contractor

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Verbal Behavior Milestones Assessment and Placement Program (VP-MAPP): An assessment and skills tracking system to assess the language, learning and social skills of children with autism or other developmental disabilities.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Brown Beasley/Board Certified Behavior Analyst		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6 hour training sessions	3 Sessions	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Other

<b>Description of Training</b>			
Applied Behavior Analysis (ABA): 5 Teaching Strategies or Techniques: Positive Reinforcement, Negative Reinforcement, Prompting/Fading, Task Analysis, Generalization, Behavior Contracts, Video Modeling, Picture Exchange Communications Teaching			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Brown Beasley/Board Certified Behavior Analyst		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.5 hours	4	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Use of Assistive Technology and Augmentative Alternative Communication (AAC)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisor of Special Education; MCIU AT Consultant		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1 hour	2 sessions	District Intermediate Unit	Parents Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Refresher Training of Verbal Behavior Milestones Assessment and Placement Program (VP-MAPP) to ensure validity of implementation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dr. Rian Brown-Beasley, Board Certified Behavior Analyst		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5 hours	2	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

### Positive Behavior Support

<b>Description of Training</b>
Refresher Training on Positive Behavior Support Implementation

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Allison Kuchler, Christopher Reichert, Tracey Lank/Supervisors		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1 hour	2 sessions	District	Building Administrators Special Education Teachers

### Paraprofessional

<b>Description of Training</b>			
CPR and Safety Care Recertification Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisor of Special Ed		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1 per year	Other	Paraprofessionals

### Transition

<b>Description of Training</b>			
This training will bring together representatives from community organizations to speak about the services they provide to adults with developmental disabilities and/or autism.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Gus Ekhardt, Transition Coordinator; Allison Kuchler, Supervisor of Secondary Special Education		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

two hours, with 30 minute breakout sessions	one	District	Building Administrators Central Office Administrators Parents Special Education Teachers
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<b>Description of Training</b>			
This training will provide case managers and guidance counselors an overview of the pathways for students to attend Eastern and graduate on time if they also require a seminar class during 11th and/or 12th grade. Teachers and guidance counselors will then turn-around this training to parents during Back to School Night, High School Curriculum Night, and in IEP meetings.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Allison Kuchler, Supervisor of Special Education		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
one hour	one	District	Special Education Teachers Other

<b>Description of Training</b>			
Case managers will receive training on the use of various web-based resources that can be used as transition activities for students who have goals of college completion or entering the workforce upon graduation.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Gus Ekhardt, Transition Coordinator		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
two hours	two, one-hour sessions	District Intermediate Unit PaTTAN	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>			
Data Driven Decision Making (Read 180 and Systems 44)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisors		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6 hours	2	District Other	Building Administrators Special Education Teachers

### Parent Training

<b>Description of Training</b>			
See Personnel Development -Autism Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Behavior Specialist		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
9.5	8	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
See Personnel Development- Transition (This training will bring together representatives from community organizations to speak about the services they provide to adults with developmental disabilities and/or autism.			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Gus Ekhardt, Transition Coordinator; Allison Kuchler, Supervisor of Secondary Special Education			2024
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
two hours, with 30 minute breakout sessions	1	District	Building Administrators Central Office Administrators Parents Special Education Teachers

### IEP Development

<b>Description of Training</b>			
Best Practices for Legally Defensible IEP Writing			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Supervisors		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1 to 3	District	Building Administrators Special Education Teachers



## Signatures & Affirmations

Approval Date

2024-05-21

## Uploaded Files

SPED-Plan.pdf

- x There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- x The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- x The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## Superintendent/Chief Executive Officer

Brian W. Scriven

Date

